

CANADIAN ROCKIES PUBLIC SCHOOLS



EDUCATION PLAN 2021 - 2025

inspiring hearts  minds



ACCOUNTABILITY STATEMENT

The Education Plan for Canadian Rockies Public Schools commencing September 1st, 2021 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the Education Plan for the 2021-2025 term on May 26th, 2021.



Carol Picard
Board Chair



Christopher MacPhee
Superintendent of Schools

CRPS MISSION: CREATING DYNAMIC LEARNING ENVIRONMENTS THAT ENSURE STUDENT SUCCESS.

CRPS VISION: TO EMPOWER STUDENTS TO BE THEIR FINEST, TODAY AND TOMORROW.



INSPIRING HEARTS AND MINDS:

THE VISION FOR TEACHING AND LEARNING IN CRPS



WHOLE CHILD EDUCATION:

A comprehensive approach to learning that recognizes that in order for young people to thrive in our rapidly changing world, we need to nurture their development in a number of different but interrelated areas:

- Physical
- Cognitive
- Emotional
- Social
- Spiritual





ABOUT CANADIAN ROCKIES PUBLIC SCHOOLS



Canadian Rockies Public Schools encompasses the quaint and majestic communities of Banff, Canmore and Exshaw, which are all part of what is named the Bow Valley. Our seven unique schools allow students to experience the western shoulder of Canada's great Rocky Mountains and all the associated activities and beauty. Being situated in the world-famous Canadian Rockies allows us to invite all students to take full advantage of what the environments have to offer.

Canadian Rockies Public Schools covers a large geographical area and serves the communities of Banff and Canmore; Villages of Exshaw and Harvie Heights; Hamlets of Kananaskis, Lac Des Arcs, Dead Man's Flats and Lake Louise; and part of the MD of Bighorn as well as portions of IDs No. 5, 8, and 9.

Canadian Rockies Public Schools also provides education to International Students on a tuition basis and to students of the Stoney Nakoda First Nation by way of an Education Service Agreement.

Canmore is the largest community with a population of 13,992 permanent residents, according to the 2016 census, a growth of 13% from the previous census. A tourist and vacation home centre, Canmore includes 28% of private dwellings inhabited by non-residents. This adds to the high cost of living with an average house price of \$991,000, compared to Calgary's average price of \$455,484. Average rent for a one-bedroom apartment is \$1626/month. The median income for full time workers over the age of 15 years, is \$59, 270. In its 2020 Municipal Development Plan, the Town of Canmore notes, "Current trends could result in a number of negative impacts, including a deficiency of employees required to keep businesses open or the need for employees to travel from outside the Bow Valley."

Canmore boasts a highly educated population with 57% of adults having a post-secondary certificate, degree, diploma or apprenticeship certificate.



The Town of Banff, located within Banff National Park, was incorporated as a municipality in 1990 and, as such, is subject to both Municipal and National Park's legislation. Banff's official permanent population, according to the 2017 Municipal Census, is 8,865 and given the property growth restrictions, the permanent population has remained stable with growth under 4% over the past 12 years. One of the most popular tourist destinations in Canada, the population on a typical summer day is about 43,000 persons with an annual tourist count of more than 4 million. The 2016 Federal Census indicates that fully 61% of the population is employed in the tourism industry.

Canmore, as with most of the Bow Valley, is culturally diverse with more than 50 different "mother tongue" languages identified in the 2016 Census and 25% of the population identified as first-generation immigrants.

The Municipal District of Bighorn, with a total population of 1341 permanent residents, encompasses the hamlets of Harvie Heights, Dead Man's Flats, Exshaw, and Lac des Arcs. Exshaw is the largest community with 462 residents and a K-8 school that serves the surrounding area.

2050 + Students

245 + Staff

7 Schools

One K-3 school

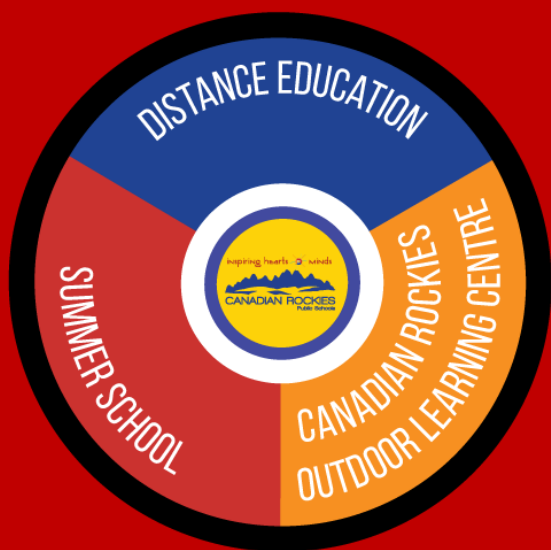
One K-6 school

Two K-8 schools

One 4-8 school

Two 9-12 schools





WHAT WE OFFER:

- Flexible Learning Programs
 - Distance Education
 - Experiential courses through Canadian Rockies Outdoor Learning Centre
 - Inreach
 - Outreach
- French Immersion
- French Experience K-3
- Outdoor Education
- Nature-Based Immersion Program K-6
- International Student Program





ENGAGEMENT AND EVIDENCE

The CRPS education plan is built on the provincial Assurance Framework which seeks to enhance public trust and confidence that the education system is meeting the needs of students and that students are successful. Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across five domains:

- Student growth and achievement
- Teaching and leading
- Learning Supports
- Governance
- Local and Societal Context

CRPS engaged with students, staff, parents, and community organizations throughout the 2020/2021 school year to establish local priorities for the four-year education plan. Initial engagement took the form of a broad survey that was sent to all stakeholders to determine priorities for the education plan. Subsequent engagement processes included focus group sessions for each stakeholder group, as well as a focus group survey to provide specific feedback on draft priorities, outcomes and strategies for the education plan.





The themes of health and wellness, engaged learning, and student supports were common across all stakeholder groups. Stakeholders indicated that the pandemic has led to increased levels of anxiety and identified the ongoing need to support mental health, as well as overall wellness. With regard to engaged learning, it was evident that student opportunities for project-based, experiential and applied learning are appreciated. Additionally, flexible learning for students was seen as a need. Staff continued to see meaningful, collaborative professional learning opportunities as an important provision. In the area of student supports, the ongoing importance of school cultures that are caring,

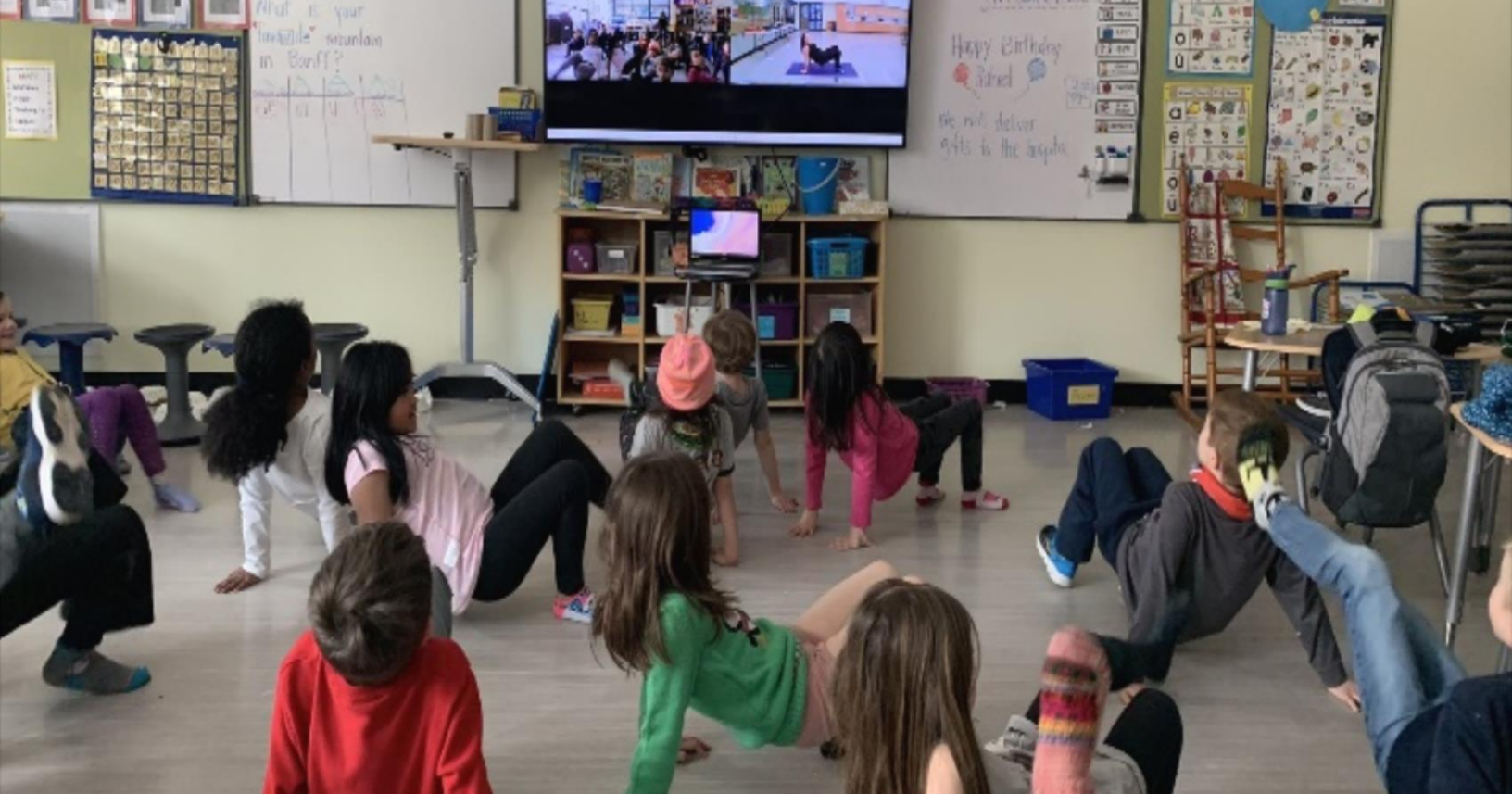
collaborative and responsive to individual student needs was identified. Strong academic performance was also indicated as a priority. The Board will continue to engage with stakeholders through such avenues as surveys, focus groups, attending school and community meetings, and through social media as part of its cyclical, annual planning and reporting process.

In addition to gathering the voice of stakeholders to inform local priorities, the education plan was also informed by a historical analysis of local and provincial results. According to provincial measures, CRPS continued to do very well overall with areas of strength including safe and caring schools, high school dropout rates, diploma results, Rutherford Scholarship Eligibility, work preparation, and citizenship. Achievement levels of Indigenous and English Language Learners continue to be areas for further growth.

In the *Our School* survey (which is completed by CRPS students in Grade 4-12) compared to Canadian norms, CRPS students indicated that they feel that classroom learning time is effective, that positive learning climates with clear expectations exist, and that they are interested and motivated in their learning. Mental health is a priority particularly for students in Grades 7-12.

Finally, a review of the Alberta Education Business Plan and the Ministerial Order on Student Learning #028/2020 was completed to ensure that school division priorities were coherent with provincial directions.





PRIORITY: HEALTH AND WELLNESS

OUTCOME: LEARNING AND WORKING ENVIRONMENTS SUPPORT THE POSITIVE WELL-BEING OF STUDENTS AND STAFF

STRATEGIES:

- Engage stakeholders in the development of a four-year mental health strategic plan that supports mental well-being for students and staff and that is coherent with AP271 Healthy School Communities.
- Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- Build staff and student capacity for engaging in healthy, respectful relationships and interactions with others.
- Provide student mental health support within a continuum of supports model that addresses students' sense of belonging, anxiety, depression, and self-esteem.
- Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect.
- Maintain and improve facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.





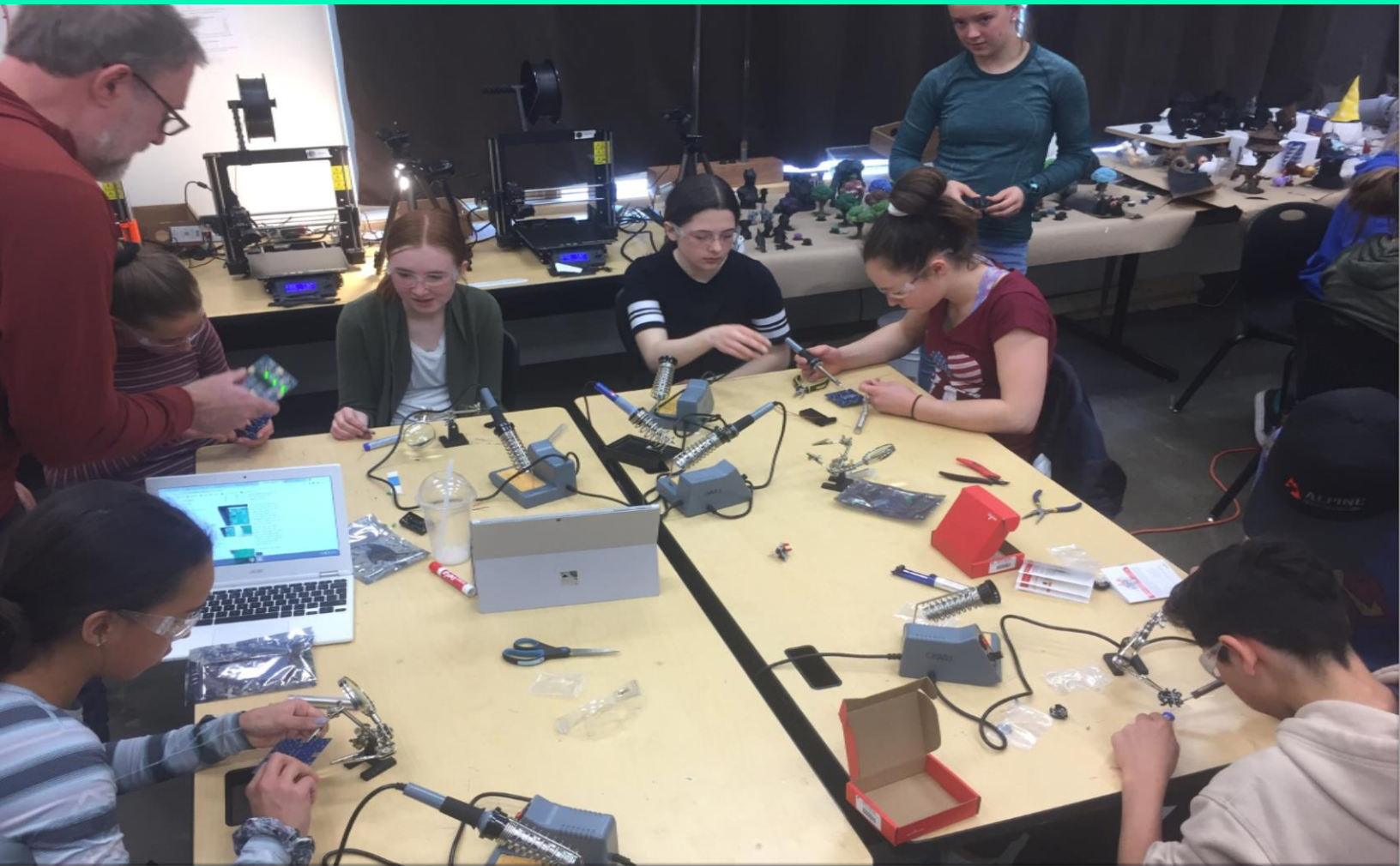
PERFORMANCE MEASURES:

- (CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.
- (CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.
- (CRPS) Percentage of students who experience anxiety and/or depression.
- (CRPS) Percentage of students who feel that their learning environment is inclusive.
- (ABEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- (ABEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
- (ABEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.





PRIORITY: ENGAGED LEARNING



OUTCOME: STUDENTS AND STAFF ARE MEANINGFULLY ENGAGED IN THEIR LEARNING

STRATEGIES:

- Increase opportunities for students at all age levels to engage in applied and experiential learning that matters to them, where they can apply knowledge, understanding and skills in real world situations.
- Continue to expand flexible learning opportunities through the use of technology for students in Grades 10-12.
- Provide staff with opportunities to enhance their practice within a culture of collaboration.
- Develop K-12 students' core competencies for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.





PERFORMANCE MEASURES:

- (CRPS) Number of applied and/or experiential learning programs offered by CRPS.
- (CRPS) Percentage of students who find their learning interesting and relevant.
- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.
- (CRPS) Percentage of students who state that student voice counts in their school.
- (CRPS) Number of flexible learning programs offered by CRPS.
- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.
- (ABEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (ABEd) Citizenship: Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.
- (ABEd) High school completion results.
- (ABEd) Provincial Achievement Test results.
- (ABEd) Diploma examination results.



PRIORITY: STUDENT SUPPORTS



OUTCOME: INDIVIDUAL GROWTH AND SUCCESS IS FOSTERED FOR EVERY STUDENT

STRATEGIES:

- Target First Nations, Métis and Inuit student growth and success from K-12, using multiple methods, to close the achievement gap.
- Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009).
- Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals.
- Support a continued focus on student and staff acquisition and application of foundational knowledge of First Nations, Métis and Inuit experiences to advance reconciliation.
- Create staffing allocations that are coherent with the outcomes of the four-year education plan.
- Engage students and their families, staff and community members in the ongoing implementation of the shared vision for student success as outlined in the four-year education plan.
- Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and weather economic conditions.

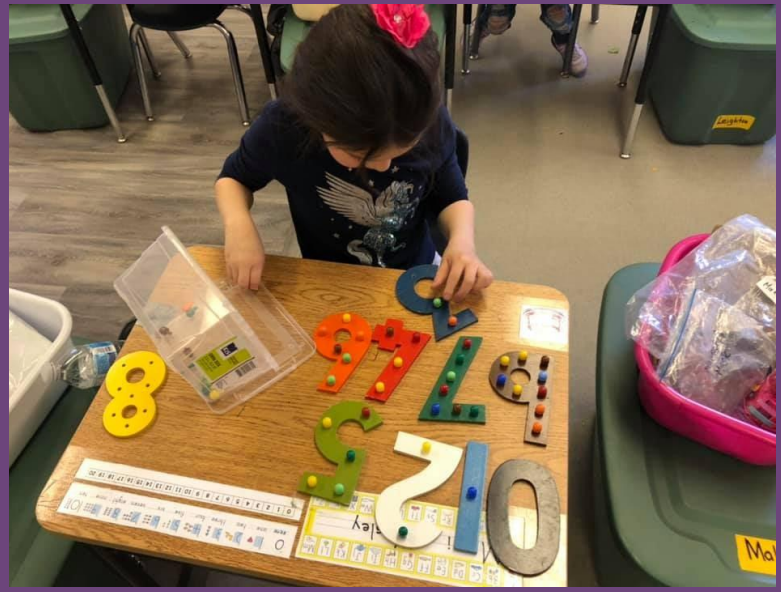




PERFORMANCE MEASURES:

- (CRPS) Percentage of teachers who indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.
 - (CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.
 - (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn.
 - (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis and Inuit peoples.
 - (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis and Inuit people in school.
 - (ABEd) High school completion results for students/First Nations, Métis and Inuit students.
 - (ABEd) Provincial Achievement Test results for students/First Nations, Métis and Inuit students.
 - (ABEd) Diploma exam results for students/First Nations, Métis and Inuit students.
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- (ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
 - (ABEd) Access to Support and Services: Percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.
 - (ABEd) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.





OUTCOME: STUDENTS ARE LITERATE AND NUMERATE

STRATEGIES:

- Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model.

MEASURES:

- (CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process.
- (CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.
- (CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.
- (CRPS) Percentage of students who enter their grade with foundational literacy skills.
- (CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 2).
- (ABEd) Provincial Achievement Test results for students/First Nations, Métis and Inuit students.
- (ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.





BANFF ELEMENTARY REPLACEMENT SCHOOL

INFRASTRUCTURE MAINTENANCE AND RENEWAL (IMR) AND CAPITAL PLAN

BUDGET 2021/2022



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